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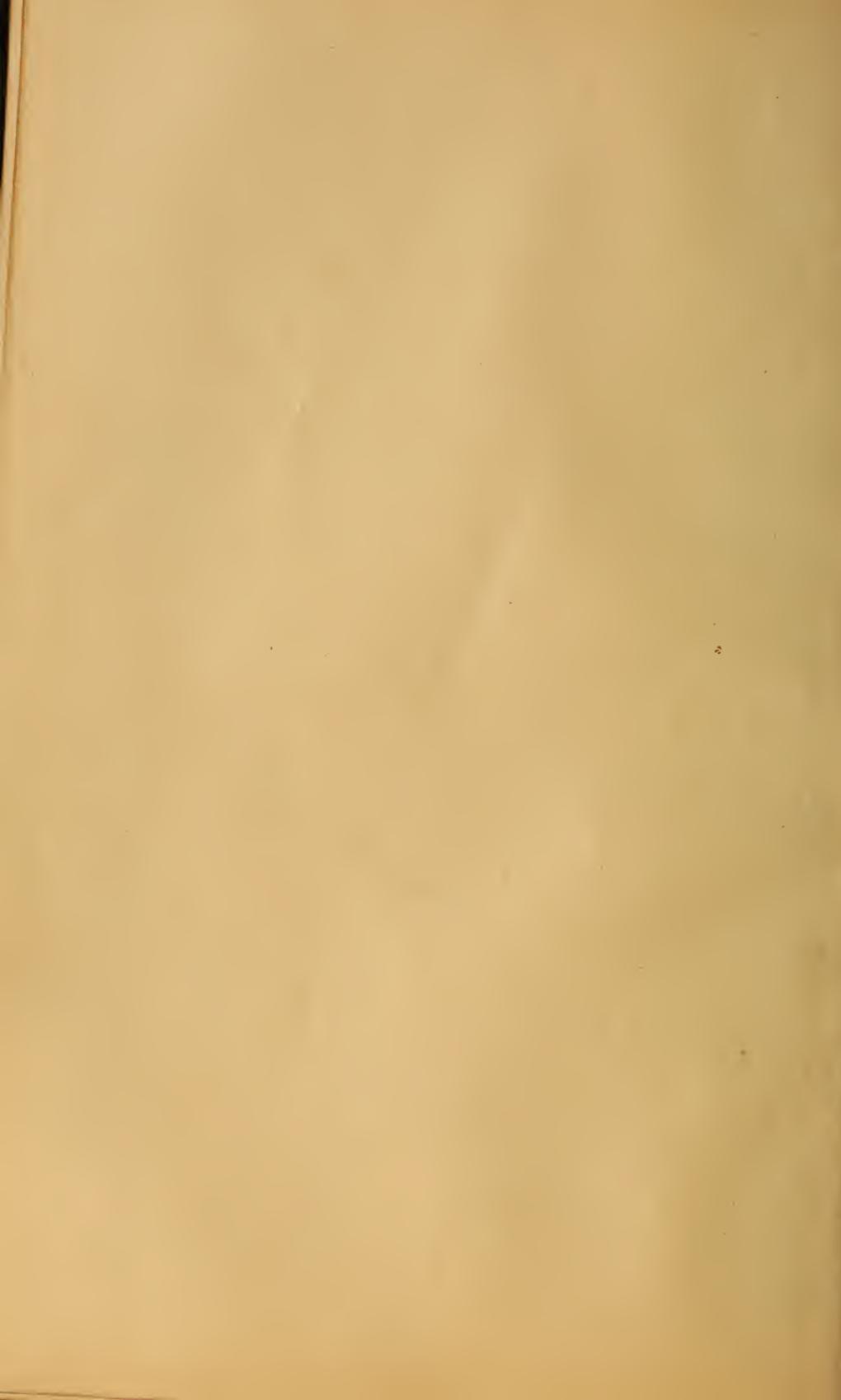
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HAND-BOOK

OF

INSTRUCTION

FOR

THE TYPE-WRITER,

CONTAINING

INDUCTIVE EXERCISES,

ARRANGED WITH A TYPICAL GUIDE TO THE CORRECT
USE OF THE FINGERS.

By EDWARD F. UNDERHILL,
Stenographer.

NEW YORK:

EVELYN T. UNDERHILL.

TRIBUNE BUILDING,

1880.



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INTRODUCTION.

1. To operate the Type-writer, the student must learn to properly touch the keys, which, by the agency of the intervening mechanism, cause the imprint of the type to be affixed on the paper. Accuracy and rapidity in the manipulation and skill in the management and care of the instrument, are essential to become an expert operator, and these can be acquired by practice and experience. The period required to attain the facility and precision needed for the practical uses of the instrument will vary with the aptness of the learner and the time devoted to practice, and will also depend upon whether he has the aid of an experienced and capable instructor, or a properly arranged text-book. Without such assistance, his early experience will be more or less bewildering. The keys are not arranged in alphabetical order, but with a view to facility in the operation of the machine in its practical use. Hence, if the student begins his practice by copying miscellaneous matter—newspaper articles, essays, sermons, or legal documents—his progress must be slow and tiresome; because, with a numberless variety of combinations of letters to write, the locations of the keys on the key-board have not been fixed in the mind, and the fingers are slow and often confused in the effort to obey the mental summons. Therefore the necessity for an inductive method of instruction, by which, from the beginning of his practice, the learner will

acquire the ability to write with precision and facility each exercise as it is placed before him, before proceeding to the next. Thus, step by step, he will imperceptibly gain such a knowledge of the keyboard as to be able almost unconsciously to touch the keys in their proper order in the formation of words, until at last, the operation will have become as seemingly mechanical as the work of the professional copyist.

THE GROUPING OF WORDS.

2. The construction and use of current language well adapt it for rudimentary exercises, arranged in conformity with the inductive method of teaching. A few hundred words comprise all but a mere fraction of those used in a given volume of colloquial speech, and even of current written language. Such words, too, are susceptible of being distributed in groups, in which each word contains combinations of two or more letters common to all the others. The ability acquired to write a combination of letters in one word, is acquired for writing the same combination in nearly every other word in which it may occur in the language. It is therefore desirable, in arranging exercises for the learner's early practice, that only words of the most frequent occurrence be employed, and that those having initial letters in common be grouped together.

COMPOUND WORDS.

3. Again, there are words of frequent occurrence which are made by the joining together of two

or more shorter words, each of which, having been learned separately, no special practice is needed to be able to write them quickly when combined. Other words, too, are composed of a word in primitive form preceded or followed by a prefix or suffix, or both. Such adjunct syllables are largely used in the language and should form a group of exercises by themselves. They are relatively few in number, and the ability once acquired to write them separately with correctness and rapidity, their use, in actual practice as initial or terminal syllables, will follow naturally in connection with any words, without any conscious effort of the mind.

FINGERING.

4. The proper touch of the fingers in the manipulation of the keys is an accomplishment which the student should aim to acquire from the beginning of his practice. It is difficult to give in words such explicit directions as will insure at once the requisite skill. And yet, the satisfactory operation of the Type-writer largely depends upon the character of the touch. If soft and delicate, the imprint of the type on the paper will be faint and perhaps uneven. If violent and heavy, the outlines of the letters will be marred, sometimes made double, and will often cause the interstices to be filled with a shade of the coloring matter on the ribbon. The proper touch is one between the two extremes in the force of the stroke, and perhaps can be best described as a quick and sharp, but not heavy stroke on the key. If, as the result of the

touch, the letters are clean cut and approximate in appearance the print of a similar size in a book or pamphlet, the student may feel assured that he has properly graduated its force. But, if the letters have an irregular outline and a smeared appearance, (if the types are clean and the machine in good order,) he may safely conclude that his touch has been too heavy. And if the imprint is faint or uneven, (and the ribbon has not been too long in use,) it is equally certain that his touch has been too light.

5. An exception to this general rule in respect to the force of the touch, applies to those keys which move the types for the smaller punctuation marks. A touch proper for the keys of the letters of the alphabet will cause the comma, period, hyphen, dash and underscore, and, to a less degree, the semi-colon and colon to puncture the paper and give to the imprint exaggerated proportions. Hence, as a rule, with the small punctuation marks, and especially the comma and period, the touch should be made with a soft and delicate pressure of the finger.

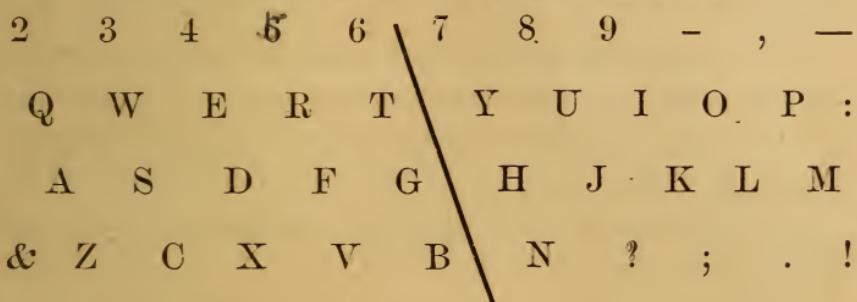
6. Two keys should never be touched at the same time, and the finger should be lifted from one before another is struck.

USE OF THE RIGHT AND LEFT HANDS.

7. In operating the Type-writer, the hands should be held in the same position as for playing the piano-forte. The following diagrams show the relative situations of the keys on the two va-

rieties of Type-writers in common use. The line divides the keyboard into two nearly equal portions. The keys to the left of the line are touched with the fingers of the left hand, and those to the right of the line with the fingers of the right hand.

THE NO. 1 AND NO. 4 TYPE-WRITERS.



THE NO. 2 TYPE-WRITER.



8. In writing a word, the keys nearest the division line of the key-board, if within the right division, should be touched with the index or right first finger; if within the left division, with the left first finger. Keys to the right of those thus touched by the right first finger, or to the left of those touched by the left first finger, should be touched with the second finger, if in such proximity as to admit of its being done with ease and facility. The third finger on the right hand may

be advantageously used to touch the keys P and M, and occasionally others to near the extreme right; and the third finger on the left-hand to touch the keys for Q, A, and Z, and occasionally others near the extreme left. The space bar should be uniformly touched with the right third finger.

9. In operating the No. 2 machine, when capital letters and certain of the punctuation marks are to be written, the "upper case" key should be pressed down with the left first finger, and be thus held while the fingers of the right hand touch the keys.

10. In a few words in the language, letters so follow each other in the either division of the keyboard, that the fingers of one hand cannot with ease and facility touch all of the keys for such letters. In such cases, the first finger of the right hand may be advantageously employed in aid of the left to touch a key in the left division, and the first finger of the left hand, to touch a key in the right division. Such interchange in the use of the fingers, is, however, very infrequent.

11. The application of these general directions will be illustrated in the inductive exercises prepared for the student's early practice, so that, from the beginning, he will not be at a loss to determine the proper manner of using the fingers.

TYPICAL INDEX TO CORRECT FINGERING.

12. The learner will observe in the exercises, that many of the words are printed in two and, in

some instances, in three varieties of type—thus, roman, *italic*, and **SMALL CAPITALS**. This is to furnish him a guide, in his early practice, to the proper employment of the fingers in touching the keys, as follows:

For roman or upright letters, use the first finger.

For *italic* or slanting letters use the second finger.

For **SMALL CAPITAL** letters use the third finger.

As explained under paragraph 8, the fingers of the left hand and the right hand are to be used in the left and right divisions of the key-board respectively.

13. The practical application of these directions can be illustrated by the word "through," which in the exercises is printed "through." The letters *t* and *h* being printed in roman type, the use of the first finger of the left hand is indicated for *t* and of the right hand for *h*, respectively. The *r*, being italic, the use of the left second finger is indicated, the key being close to the *t*, which has just been touched with the first finger of the left hand. The *o* being a small capital, the use of the third finger of the right hand is indicated, the key being near the extreme limit of the right division. The *u* being italic, the second finger of the same hand is indicated, it being situated at the left of the *o*, which has just been touched with the third. The *g* and *h* being roman, the use of the first finger of the left hand for the *g* and of the right hand for the *h* is indicated.

14. Several of the groups of words arranged for practice are subdivided into two paragraphs, the second of which contains illustrations of words in which individual letters in the left division of the key board are, for ease and facility of writing, touched with the right first finger and in the right division with the left first finger, as explained under paragraph 10. In such words the use of the right first finger in the left division is indicated by an asterisk (*) and of the left first finger in the right division by an obelisk or dagger (†) following the letter.

METHOD OF PRACTICE.

15. The student should thoroughly read the preceding statements and explanations until he has gained a knowledge of the principles and rules for his guidance in the operation of the machine. This accomplished, he may proceed to apply his knowledge in writing the words contained in the exercises. The first is the word "the," which is used more often than any other in the language. Touch the keys T, H and E in succession with the fingers typically indicated in the exercise, as explained in paragraph 12. Continue writing the word until eight lines on the paper have been filled with it, each time touching the space bar after the word. As precision and correctness should be the first aim of the learner, the keys should be touched with care and deliberation. The appearance of the imprint of the type on the paper should be observed to ascertain whether the

force of the touch has been properly graduated as explained in paragraph 4. Having practiced writing the word "the," as directed, he may proceed with the next in order, the word "them," in the same manner; and so, with each successive word in the list, until the fingering for each is thoroughly learned. As he gains familiarity with the key-board, if he finds that less practice is needed to write each word with accuracy and facility, he may lessen the number of lines to be written; but at the beginning of his practice he should fill the whole of the space stated. *Avoid any effort to accelerate the speed of the touch which, in the slightest degree, impairs the accuracy and neatness of the work.* The facility desired will be almost unconsciously acquired during the practice, and with it perfection of execution.

PREFIXES AND SUFFIXES.

16. After each of the list of words has been thoroughly practiced, the student may proceed in the same manner with the list of prefixes and suffixes. When he shall have completed them, he will have gained sufficient facility to make him feel "quite at home" with the machine, and he may, if he desires, test his skill by writing a letter or copying a paper, and then critically observe the result of the effort. If it is not correctly done, he should resume his practice with the exercises, but lessening the number of times of writing each word. Especially should he practice those words in which he finds errors more liable to occur.

EXERCISES.

WORDS.

17. *the them then they there their these this those though three through that than thank think thing thought throw threw ten tell till time to too told toward two twice take took true truth try tried turn*

18. *we week well went when what where whether which while who whole why was way will with wish work worth world worse worst would woman women*

*wer**e

19. *an and any are arrive around as ask assure at about able act across account After ago again all allude allow almost also already always alone am among amount add admit apart appear apply away answer* ar*r*ang*e af*t*er af*f*ect* af*r*aid ag*ree adv*ise adv*ice awar**e

20. *had has hath have habit happy happen he her here hear hand held help hence him his high how house hundred*

*h*old h*ome h*ope*

21. *so soon some sort sought see seek second sell seldom send sent settle she show should short shall say saw sake same sail said satisfy six since side sign sight similar single sit situation such sure suit subject sub-*

stance subsequent suggest support suppose suspect surprise sufficient slow small speak special square stay staid step still stop stood strong
 serv*e sev*en sev*eral st*at*e st*ar*t*
 st*reet* st*r*ength

22. new near next need necessary nine neither never neighbor night now nor not no none notice nothing name number numerous

23. be been before behind because begin began begun belief believe beside best better between beyond bad balance big book bought break broke bring brought by busy business

24. is it if in into indeed individual independent infer influence inform idea intend inquire instead instant interest intelligent improve important impossible immediate

25. of off often oh or on one only other our out own ought over occur occasion office object oblige observe order opinion ordinary opportunity

26. can cannot call came case carry catch caught cause cent certain could come common company commence chance change charge chose choose city claim conceive concern conclude confess confident consequence consider continue convince converse convenient corner correct cost count county country course

car*e

27. each easy eight either else end endeavor enjoy ensue enter entire enough even ever every equal especial essential establish esteem event evident examine excellent exchange except expect explain express extend extensive

*e*art*h* eng*ag*e ef*f*ect* ex*act ext*reme
ext*ra

28. yet yes

y†ou y†onder y*ear* y*est*erday

29. do down day date deal dear deem declare depend desire determine did different difficult discharge discover dislike distant distinguish dollar doubt dozen due duty during double

d*ear* deg*ree deserv*e

30. up upon us use usual useful under until unless

31. far fair fashion family first for fore former forth four fourth from frequent full further fix fine final find found friend

f*art*h*er f*ast* f*avor f*ew

32. very value view

33. me mere mean met meet my may many made main make man manner march mark matter mine minute mite mist mind more morning most moment month money much must

34. keep kept kind know knowledge knew

35. gather get general gentlemen give glad
go got gone good grand

*g*av*e g*r*eat**

36. last later latter less led lead left leave
learn let letter length lay lain lady late large
like life lieu line live little liable liberty low
look long luck

37. ran rate rather raise real receive refer
refuse relate remain remember regular recollect
recommend render repeat reply report return
request require respect represent rise right
room round run
*r*ead r*eady r*eason r*e*gar*d*

38. pay paid past pass part particular perhaps
person per annum per cent perform perceive
period permit people place please pleasure
point possess possible positive power practice
previous prefer prepare present pretend principal
principle probable produce profess profit proof
proper propose prove put public purpose pursue.

*perf*ect**

39. quit quite quiet quick question quarter

40. just job join judge

PREFIXES.

41. ad de dis en enter ex ful im inter intro
mis re recog recom sub super sur un

*t*rans*

42. bility ble body cede cedt ceive cess cise

SUFFIXES.

43. *clude cord cure cute ey der duee duct fer ful fuse fy hood ing ism ject lude like mend ment mise mit ness pair pare pel plain plete ply port pose press prise quire ry scious scribe scription self selves ship sion struct struction tain tend tion tute ty vent vention vide vious vise vision wise*

44. *cat*e g*ree g*ress t*tract* t*raction t*ect* t*ect*ion v*ade v*ene v*erse v*ersion v*ert war*d*

45. When a suffix is written in connection with a word, it will sometimes happen that the situation of the key touched for the last letter in the word will make it preferable to vary the fingering of the suffix from that indicated in the exercises. In such cases the fingering should be adapted to the situation of the keys as explained in paragraph 8.

FURTHER PRACTICE.

46. When the student has so far practiced the foregoing exercises as to be able to write them neatly and correctly at a speed equal to his employment of the pen, he may proceed to practice the writing of miscellaneous matter. If a printed record of testimony taken in a legal proceeding can be procured, it will furnish exercises to which, from his previous exercises, the transition will be easy and natural. If not, newspaper articles, which are always at hand, may be used. It will

be found that a practice of two or three days will suffice to enable him to copy such matter with little or no hesitation. If he can write it without errors, he is prepared to make himself useful in any office where the services of a copyist are required ; and, with the practice which such an employment will afford, his facility of writing will gradually increase until he shall have attained his maximum speed after a few months of actual experience. In copying plain manuscript or print, the expert operator can easily write from 40 to 60 words per minute, while in writing from dictation, a speed of from 60 to 80 words is quite common ; and there are instances in which 100 words and even more have been written from the reading of another.

STENO-PRINTING.

47. But the Type-writer can be still further utilized by the skilful operator in the direction of rapid writing to the extent of making him the equal of a stenographic clerk or secretary, for the purposes of receiving the dictation of letters, legal papers, official reports, &c. Under the title of "Steno-printing", the author has prepared a system of abbreviation for use on the Type-writer, by means of which, the expert with a few weeks' study and practice in writing from dictation, can attain a speed of from 100 to 150 words per minute, and sufficient for all the uses of a system of short-hand, except for reporting the proceedings of trials in open court, or the rapid utterances of speakers in public assemblies. Matter thus writ-

ten in abbreviated form is perfectly legible, and can afterwards be transcribed in full on the type-writer or with the pen.

THE DUPLICATION OF MANUSCRIPT.

48. Where more than one copy of a paper is required, others may be made, by the Type-writer, simultaneously with the original. To secure the best results a thinner paper should be used. If an original and a duplicate only are wanted, place between two of the sheets another of semi-carbonized paper with its carbon face against the upper sheet. Thus adjusted, the paper may be placed in the machine and the work be proceeded with as in writing on a single sheet. The manuscript on the lower sheet will be made from the ribbon; that on the upper sheet from the carbon. If still thinner paper be employed and arranged in the same manner with alternate sheets of carbonized paper, three, four, and even five copies may be made at the same operation.

LITHOGRAPHY.

49. But where many copies are required, the lithographic art is an important auxiliary of the Type-writer. By the employment of a ribbon prepared with lithographic ink, matter written upon the machine on transfer paper may be transferred to the stone, and from it thousands of fac-similes of the type-written manuscript be printed, each closely approximating the neatness of ordinary print.

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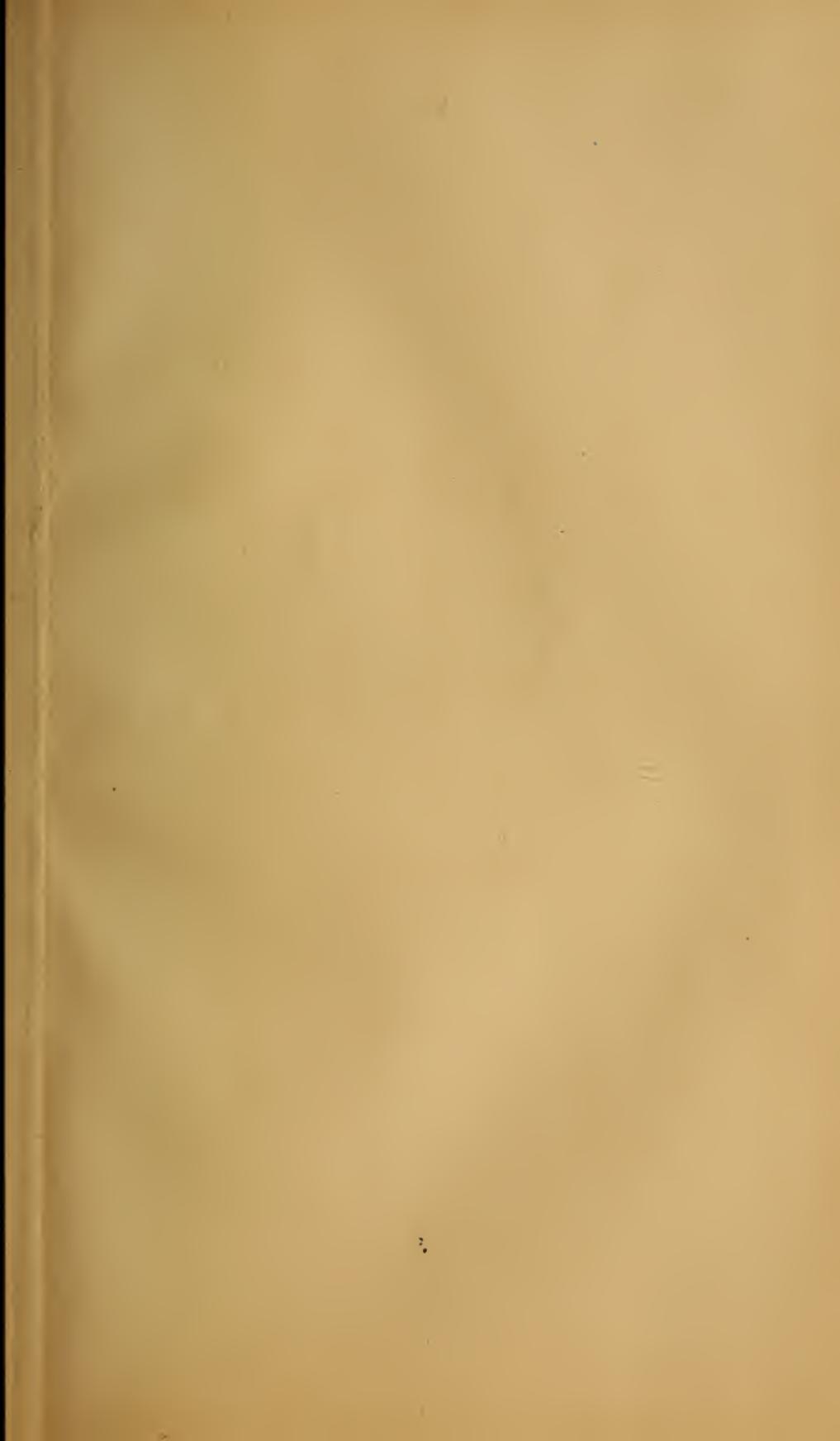
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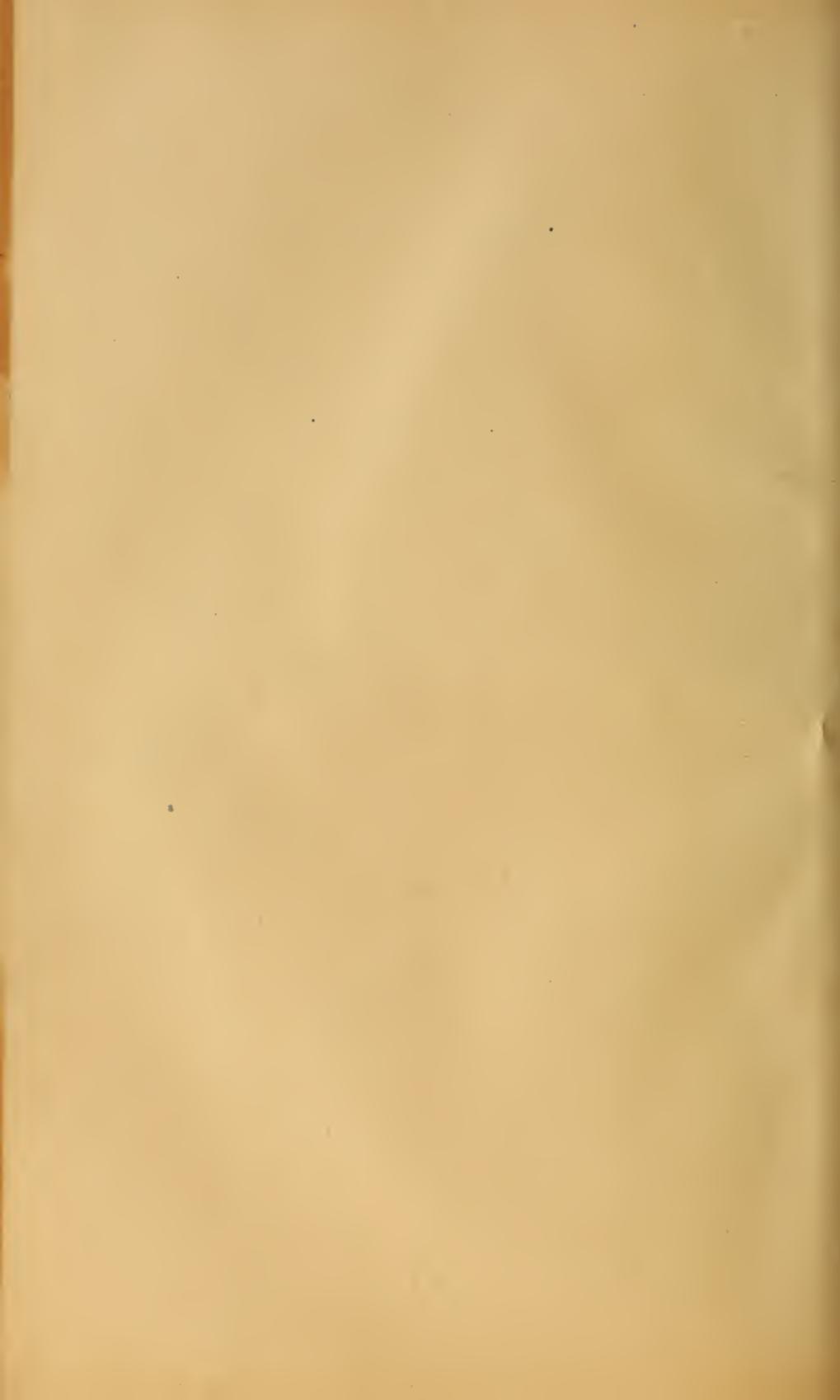
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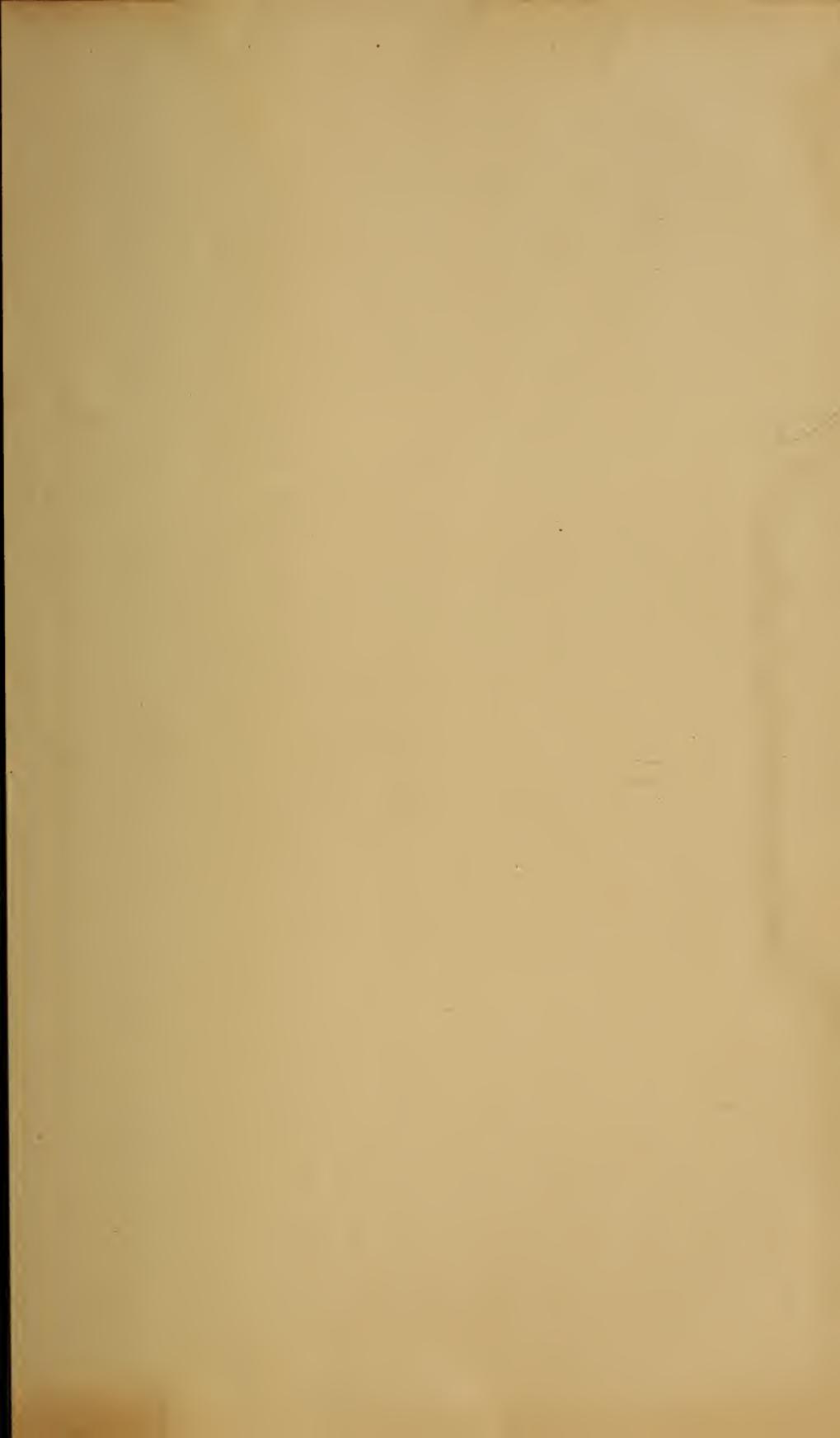
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